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ABSTRACT

This newsletter is dedicated to the purpose of reaching all people in language teaching, communications, and other fields who maintain an interest in the creative use of radio as a medium for foreign language teaching and learning. The first year's publication of five issues is compiled in this collection. Subjects discussed include guidelines for selecting and purchasing shortwave equipment, where to obtain broadcast directories from domestic and foreign sources, teaching methods, and student attitudes. (RL)

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EDUCATION

L B R I G Newsletter

(Newsletter of the
Language By Radio Interest Group)

Vol I - Number 1 Nov., 1972

Editors:
Philip D. Smith, Center for Foreign Language Research and Services,
West Chester, Pennsylvania
Robert J. Nelson, Dept. of French, University of Illinois
Alan Garfinkel, Dept. of Modern Languages, Purdue University

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"WHAT THE WORLD NEEDS NOW"...A NEW NEWSLETTER

The LBRIG Newsletter begins publication with this mimeographed issue sponsored by The Department of Modern Languages of Purdue University. It is dedicated to the purpose of crossing disciplinary walls to reach all people in language teaching, communications, and other fields who maintain an interest in the creative use of radio as a medium for foreign language teaching and learning.

Subscriptions are available by sending five self-addressed and stamped legal size envelopes to:

Alan Garfinkel
Dept. of Modern Languages
Purdue University
West Lafayette, Indiana 47907

News items, short articles, information, opinions and almost anything else our readers may care to send for use in the newsletter will be warmly welcomed. Send it in now to the above address.

Information for Shortwave Listeners

(Supplied by The American Radio Relay League,
Newington, Conn. 06111)

"World Radio TV Handbook," which contains a listing of frequencies, schedules and addresses of short-wave broadcasting stations, is available from Gilfer Associates, Box 239, Park Ridge, New Jersey, 07656. The price is $6.95. Also available is "How to Listen to the World," $3.95, containing advice on catching rare DX stations and logging forms, $1.98 for 75 sheets, punched for three-ring notebooks. The Gilfer brochure, "The World of SWL'ing," gives an extensive listing and description of their other publications and supplies.

FL004 980

A bi-monthly magazine, entitled "Science and Electronics," contains electronic and science projects, plus White's Radio Log, a listing of U.S. and Canadian AM, FM and TV stations. Also, the Log includes a short-wave listing and regional emergency radio stations. This publication is available on newsstands or from Davis Publications, 229 Park Ave. So., New York, NY 10003.

It would be impossible to publish a book which would list the dates, frequencies, and times of transmissions of radio amateurs because the amateur operates on a number of different frequencies and at times which suit his own wishes. However, "The Radio Amateur Callbook Magazine" contains an alphabetical listing, by call sign, of most amateur stations throughout the world. This directory is available from Radio Amateur Callbook, Inc., 925 Sherwood Dr., Lake Bluff, Illinois, 60044, for $8.50 for the U.S. volume, and $6.50 for the foreign volume.

A book, entitled "Better Short-Wave Reception," may be obtained from Radio Publications, Inc., Box 149, Wilton, Conn., 06897 for $3.95. This book tells how to obtain QSL (acknowledgement) cards, receiver-purchasing hints, do-it-yourself radio projects, and additional material helpful to the short-wave listener.

Additionally, a listing of over 5,000 radio, AM, FM, and TV stations located in the North American continent may be obtained from the Vane A. Jones Company, 6710 East Hampton Rd., Indianapolis, Indiana, 46226, for $2.95.

The Newark News Radio Club, 215 Market St., Newark, N.J., 07101, should be able to give you some additional information on short-wave listening.

Younger listeners may also be interested in the awards program of the Boy's Life Radio Club. Send 25 cents for the Short-wave Listening Report to Boy's Life, Dept. Q, New Brunswick, N. J., 08903.

The official address of The International Short Wave League is: 1, Grove Road, Lydney, Glos. GL15 5Je, England.

Red Chinese Expand English by Radio Broadcasts

According to an October 4, 1972, radio report made from Peking by CBS news correspondent, Sam Jaffee, The Peoples Republic of China has expanded its broadcasts of "Radio English Classroom." (The programs bear the same title as the NHK series from Japan. We do not know if it is the same program.) Jaffee reported that English is taking the place of Russian as the most frequently studied foreign language. He made mention of an eight week tour of language learning facilities in China. The editors of this newsletter will contact CBS to see what prospects there may be of getting a more detailed report for the language teaching community.

Free Schedule

Radio Nederland, Box 222, Hilversum, Holland, offers a periodical listing of its broadcasts in English, French, Dutch, Spanish, Afrikans, Arabic and Indonesian. To get on the mailing list, write being sure to state which language(s) you listen to. The station's Spanish programming includes music and listings of people who write to the station.

Bibliography

Each issue will make mention of articles in professional journals dealing with radio and language teaching (or learning).

Garfinkel, Alan "Teaching Languages Via Radio: A Review of Resources." The Modern Language Journal Vol. LVI, No. 3--Mar, 1972--pp. 158-62.

Lists and describes several academic resources and radio programs designed for teaching.

Lally, Dale "Shortwave Receivers and the Foreign Language Teacher." NALLDJ (National Association of Language Lab Directors Journal) Oct., 1971 (Vol. VI, No. 1).

Discusses the selection of a receiver for class use.

Nelson, Robert J. Using Radio to Develop and Maintain Competence in a Foreign Language.

Lists programs that can be received.

From Our Mailing List

Are you sitting there thinking, "Now who besides me would be interested in the use of radio for language teaching?" Your editors did that until they saw the mailing list for this publication. It's not large but it includes people from a wide range of sources. In the interest of fostering interdisciplinary communication (crosstalk?), we have taken the liberty of revealing the names and addresses of a few people who were interested enough in LBRIG Newsletter to send us five stamped envelopes. We suggest that our readers write one another. Perhaps some interesting project will develop. If so, we would be pleased to report it in these pages.

Dorothy F. Dunn, Ph.D.
Assistant Regional Food and Drug
Director for Consumer Affairs
Room 1224
433 West Van Buren
Chicago, Illinois 60601

Ms. Alice Zacherl, Sta Mgr.
WUSF FM
Tampa, Florida 33620

Donald S. Bryant
Oregon Educational and Public
Broadcasting Service
P. O. Box 1491
Portland, Oregon 97201

Perhaps we've made our point. There are apparently people in every imaginable field with some interest in the learning of languages by radio. We would be delighted to serve as aides to further any communication between them.

* * * * *

FOREIGN RADIO STATIONS FOR REAL LANGUAGE-- WHERE AND WHEN

Philip D. Smith, Jr.

The following radio stations can be heard in the United States. They make an excellent source for recording real language activities for advanced students in Spanish or French.

49 Meter Band--5950 to 6200 KHZ

TGNA	Guatemala City	5955 KHZ	2200 EST
HJCF	Bogota	5960 KHZ	2130 EST
YSS	San Salvador	5980 KHZ	0745 EST
XEUW	Veracruz, Mexico	6020 KHZ	0700 EST
OAX4Z	Lima	6082 KHZ	2300 EST
Radio	Luxembourg	6090 KHZ	1645 EST
XEQM	Merida, Mexico	6105 KHZ	2100 EST
SEVDS	Hermosillo, Mexico	6115 KHZ	2000 EST
Radio Nac. de	Espana	6130 KHZ	2030 EST
YVKG	Caracas	6170 KHZ	0700 EST
ORTF	Paris	6175 KHZ	0130 EST

also look for...

ORTF		15315 KHZ	1430 EST
Radio Nac. de	Espana	11800 KHZ	2230 EST
" " "	"	9359 KHZ	2300 EST
XERMX	Mexico City	9705 KHZ	1000 EST

L B R I G Newsletter

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Vol I - Number 2 Jan., 1973

Editors:
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Sandra J. Savignon, Department of French, University of Illinois
Philip D. Smith, Jr., Center for Foreign Language Research and Services
West Chester, Pennsylvania

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LBRIG Newsletter..."Is Better The Second Time Around"

Your editors are gratified by the interest shown in this letter. It really is better this time around because of the enthusiastic cooperation we have received from many teachers and other contributors. Those reading this number will be everywhere from Ramat Gam, Israel, to Cottonwood Falls, Kansas, and it is our hope that our mailing list will continue to grow. If you or a friend would like to receive LBRIG Newsletter send five self-addressed and stamped legal size envelopes to:

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International reply coupons or loose foreign stamps are also acceptable.

News items, short articles, information, opinions and most anything else our readers may care to send for inclusion in the newsletter will be warmly welcomed. Send it now (same address as above).

* * * * *

Radio By English in The Peoples' Republic of China--further notes

A copyrighted article by John Burns of The Globe and Mail (Toronto, Canada) which appeared in The New York Times (August 21, 1972; p. 14, column 4) gave further information about the use of radio in English language teaching in The Peoples' Republic of China. (We said we would try to get some.) The program is nothing at all like NHK's "Radio English Classroom" whether or not the two bear the same title. Burns' article is worth reading because it quotes some of the material from the program in order to vividly illustrate the ideological content that is included even though only the most elementary of language structures are used.

* * * * *

We wish to credit Mr. Les McKim, foreign language coordinator of the Bellevue (Washington) Public Schools with telling us what may be the first and only language by radio joke.

It seems that a young man who recently arrived in the U.S. was being interviewed by a reporter at the port of entry.

Q. What do you think of the weather here?

A. Beep...Beep---Quite fine, actually.

Q. What kind of work will you be doing?

A. Beep...Beep---I would like to teach English to other immigrants.

Q. Your English is quite good. How did you learn it?

A. Beep...Beep---by shortwave radio.

* * * * *

Bibliography

Martínez, John V. "Radio Programming as an Incentive." Peals (published by the Colorado Congress of Foreign Language Teachers) 12, i (1972): 12.

Martínez describes an arrangement whereby Spanish popular music was broadcast with Spanish commentary over a commercial station, KBBR of Leadville, Colorado.

Wood, Richard E. "Shortwave Radio as a Teaching Aid for German." Die Unterrichtspraxis 5, i (1972):36-41.

_____. Shortwave Voices of the World. Park Ridge, New Jersey: Gilfer Associates, Inc. 1969.

_____. "Shortwave Listening" pp. 11-37 in Popular Electronics Communications Handbook 1973. New York: Ziff-Davis Publishing Co., 1972. (also pp. 11-38 in 1972 Handbook, copyright 1971.)

These are only a few of Professor Wood's publications. He is, to our knowledge, unique in that he is a widely-accepted authority in both the language teaching and shortwave radio areas of interest. Most of the questions that have crossed this desk since we began this newsletter are satisfactorily answered in one of Professor Wood's publications. We hope to feature some of his comments in a future newsletter.

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FEATURE ARTICLES

"The Telephone Clinic -- A New Approach to Professor-Student Communications"

by Robert J. Nelson
University of Illinois

Robert J. Nelson, one of our editors, has published articles on the use of radio in language teaching in The French Review and ERIC Focus Reports.

It is useful to think of our LBRIG Newsletter as a "bank" of ideas dealing with all communication between persons who are separated in space, and even in time zones, if not in time. Thus, other media offer themselves in our field as potential "extensions of man" to use McLuhan's phrase for modern electronic media. In a recent article, "Electronic Media at Illinois: A Report on Applications," French Review, xivi, No. 2 (December, 1972),[1] I suggested a number of such "extensions." Here I would like to develop still another: the use of the telephone as an extension or even substitute for the present office hour and, in some cases, classroom.

Naturally, the primacy of live human contact between student and teacher in the office hour can never be gainsaid. Nevertheless, as both teachers and students can testify, in a time when students are put more and more on their own -- from making out their own schedules sans teacher or advisor to the anonymous participation in vast lecture courses--it is rare for student and teacher to meet for the purpose of exploring particular issues raised in class or in "homework." Therefore, we might establish TELEPHONE CLINICS: the instructor of a course would agree to be at a telephone where, on "appointment," he would receive calls from students who wish to talk over such issues in the foreign language. These "clinical interviews" would have to be pre-set and limited in time--say, eight to ten minutes. There need be no requirement for every student to make a call. On the other hand, the instructor might tell certain students that they might benefit from such a call. The concept seems especially useful to me in courses with large "lectures" plus tutorial sections of five to fifteen. Every fourth and fifth such tutorial meeting could be given over to a Telephone Clinic.

Will students use this device any more than they presently use the "Office Hour?" I believe they would, for the present generation is as much a telephone-generation as it is a portable-radio or portable tape-recorder generation. Moreover, the convenience of calling up as opposed to going to an office should encourage students to use this facility. Is this to surrender to student "laziness" or to consent to the "permissiveness" of our present society? Conservative educators might think so. To my mind, it is keyed to the particular need in our field to assert the naturalness of second-language learning and second-culture acquisition. With

Ivan Illich,[2] let us broaden our sense of institutions potentially useful to our field. We will then let students see that "foreign languages" is not something we do only in school. Using the telephone in this way will get them out of what Illich calls the manipulative institutions--like class attendance--and into the use of those more natural and human "institutions" (telephone, subway, etc.) that he calls "convivial"--that is, educative.

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[1] This number of French Review contains three articles on the use of radio in language teaching. Two are authored by editors of this newsletter.

[2] Illich, Ivan. Deschooling Society. New York: Harper and Row, 1970-1.

"Students Suggest Talk-Show Format"

by Sandra J. Savignon
University of Illinois

Prof. Savignon's most recent article appeared in the issue of French Review mentioned above.

While not exactly a technologically "with-it" type (I am still intimidated in the presence of more than three clearly-marked knobs!), I am obliged to report that my first experience with radio in FL teaching was a happy one. It involved the use of newscasts from France-Inter as the focus for an advanced-level oral French course. Briefly, students listened daily to newscasts which were recorded via short-wave. These recordings were made available to the francophone community for repeated listening, 24 hours a day, by means of a telephone hook-up.

All of my students responded enthusiastically to the authenticity of the experience. This was France, in language that was fresh and real. While comprehension was by no means assured, particularly in the first weeks, the newscasts provided a challenge against which to measure a sure and continued progress. The variety of the coverage (from regional anecdotes to items of international concern) proved useful in stimulating discussions, reports, skits, and other class activities. Those interested will find a more complete description of the course and of student achievement in my recent article, "A l'Ecoute de France-Inter: The Use of Radio in a Student-Centered Oral French Class," French Review, December, 1972. Suffice it to say here that while the range and depth of their understanding varied, by the conclusion of the semester each student was comprehending well enough to make the experience self-sustaining beyond the last class. One student felt confident enough to initiate the use of short-wave radio in the high school where she would be teaching.

Telephone access to French recordings has existed at the University of Illinois in Urbana-Champaign for a number of years. Pattern drills, dialogs, poems and, most recently, radio newscasts have been made available to students for their at-home listening convenience. While the degree of authenticity varies, all of the above represent taped messages with no opportunity for response. The need for something more became apparent to me in a recent conversation with my students. What emerged from their remarks was a request, almost a plea in its allusion to the Suicide Prevention Service, for using technology to facilitate human contacts--for making "person-to-person" calls. Listen in. Maybe something will come of it.

Betty: I think it would be great if you could call somebody--have a number, maybe you could pay a French major--and actually have a conversation. Like if you were going to commit suicide, you know, have a number you could dial. Just converse, as long as the other person realized you were just doing this in order to speak French. You could talk about anything, "Hi, who are you? My name is _____." Just tell them how your day was.

Me: What would you think of a radio talk show where you call up in French and other people could listen in?

Jayne: I'd be scared.

Claudia: You wouldn't have to tell them your name.

Lizanne: I wouldn't mind calling up and trying it out.

Me: Would you like to listen to something like that?

Becky: Oh yeh.

Betty: Especially if it was a real talk show and not something, uh, "educational."

"News of Day from France by Telephone
at University of Illinois"

by Robert J. Nelson

You can listen to the news of the day from France by dialing (217) 333-6301, Monday noon through Friday noon, each week during the academic year, except during Thanksgiving, Christmas and Easter recesses. This service is provided by the Department of French at the University of Illinois (Urbana). Using the Department's excellent shortwave receiver (Drake Model R-4B), an assistant, Mr. Stephen Foster, under the direction of Professor Robert J. Nelson, records one of the hourly news-broadcasts transmitted by French National Radio (ORTF). The recording lasts about four minutes (except for days when there is an exceptional story or amount of news, leading to a recording of some seven or eight minutes). Stories include both news about French life and international news and it is significant that the broadcast is exactly the same one heard by French listeners tuned into the same station ("France-Inter") in France itself.

The recording is on a "loop" device, permitting access through the twenty-four hour period for each recording. On the weekend and during holiday recesses, the service presents a reading of an article drawn from one of the French national newspapers ("Le Monde Hebdomadaire") or magazines ("L'Express"). During 1971-1972, October through May, the service received 15,000 calls and, during the current academic year, calls from students and others who understand French are averaging about 1,000 per month. The quality of reception is quite good, rating a 4 on the SINPO code used for usch purposes by shortwave-radio users. On those rare days when reception is poor, items of interest to French-speakers in the Urbana (Ill.) area are presented on the line (217-333-6301).

* * * * *

THE MAILBAG

Mrs. Ellen Wendt at Rhinelander H.S. (Rhinelander, Wisconsin 54501) wrote to describe her use of a shortwave set directly connected ("patched") to a cassette recorder. She receives Voice of America as well as ORTF, Paris; Deutsche Welle, Köln; and Radio Canada International. She commented that the Deutsche Welle broadcasts are at inappropriate levels of difficulty and interest for high school students and enclosed program folders received from the following stations. You may be interested in mailing for these schedules:

Radio Canada International / P. O. Box 6000 / Montreal 101, Canada

Programm Übersee and Hallo Friends (English) / Deutsche Welle / Öffentlichkeitsarbeit, 5 Köln 1 / Postfach 100444, West Germany

RSA Calling/ Radio RSA / P. O. Box 4559 / Johannesburg, South Africa

London Calling / BBC / U.S.A. Office / 630 Fifth Avenue / New York 10020
(The BBC broadcasts in 40 languages. In each case, specify whether you want program schedules in English or not.)

* * * * *

LBRIG GOES INTERNATIONAL

The following people in other countries receive our newsletter and would like to receive any available reports on the use of radio in language teaching:

Prof. R. Bar-Sever
Ramat Gam, 13
Kamatmid Sta.
Israel

Prof. C. Harold Williams
Language Laboratory
Dalhousie University
Halifax, Nova Scotia
Canada

Prof. Chris Fortias of College of the Sequoias (Mooney Blvd; Visalia, California 93277) writes to ask how the modern, windowless, concrete and steel buildings on his campus can have language classrooms that use radio. Any antenna experts near Visalia?

Mr. Mel Therrien (Highland Park Senior High; St. Paul, Minnesota) uses a Drake S/W4A receiver in a specialized course on French Mass Media. He receives VOA, ORTF, Radio Canada, and RSA broadcasts in French. The students especially like "Messages Personelles" broadcast from Paris at 1545 GMT (9:45 a.m. CST), on the following frequencies 21.645, 21.620, 21.675 and 17.765.

Mr. Edwin Cudecki, Director of The Division of Foreign Languages in the Chicago Board of Education Department of Curriculum (228 N. LaSalle Street; Chicago 60601) has prepared a mimeographed report on his recent study tour to Germany. It documents cooperation between language teachers and radio stations to make interesting tapes usually supported by news photos.

"73" for 1973. We'll be back in your mailbox in a month or two with a special feature on slow scan television and some first-hand comments on the use of radio in language classes from Mr. Kent Douple; Reading, Pennsylvania.

* * * * *

CHALLENGE

We are told by our usually reliable sources that FCC rules are now encouraging local radio stations to increase the amount of local production they do. Be thinking of foreign-language oriented radio programming that you and/or students may be able to offer your local station.

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The LBRIG Newsletter is sponsored by the Department of Modern Languages of Purdue University.

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Sandra J. Savignon, Department of French, University of Illinois
Philip D. Smith, Jr., Center for Foreign Language Research and Services
West Chester, Pennsylvania

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LBRIG Newsletter..."Keeps Coming Back Like a Song"

Most of this issue was written by teachers and others of our readers who are actively engaged in using radio to supplement their efforts in language teaching and learning. In fact, your editors wrote hardly any of it. Such response and coöperation are deeply appreciated.

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FEATURE ARTICLES

Using Radio to Individualize Foreign Language Instruction

--Howard B. Altman
University of Washington

It is a pleasure to respond to the LBRIG Newsletter editors' invitation to suggest the role of radio in individualizing foreign language instruction.

Research has shown that instruction may be individualized if teachers have their students listen to different stations!

Editors' note: Would we put you on?--

decidedly, yes!

However, we quite seriously make note of the pride with which we present the following three articles. Linda Walgreen, a former junior high teacher who now holds a graduate instructorship at Purdue University, describes some equipment with which few language teachers are familiar. Gérard Bunge, a French teacher from Tucson, Arizona, shows one way that using radio motivated his classes to learn more French and Richard A. Schwartz, a German teacher from Dover, Delaware, describes the specific steps he takes to use a radio broadcast in his class.

SLOW-SCAN TV FOR INTERNATIONAL COMMUNICATION

--Linda Walgreen
Purdue University

Slow-scan television (SSTV), a recent development in the amateur radio field, allows ham radio operators to communicate visually, as well as through voice, with other hams throughout the world. SSTV provides the operator with an additional means of transmitting his interests and experiences to others.

Anyone with an amateur radio license above the novice class can legally transmit on SSTV. The only equipment necessary beyond a standard transmitter and receiver is a SSTV monitor and camera. Both are manufactured by Robot Research Inc., 7591 Convoy Court, San Diego, California 92111, and are currently available at approximately $300 for each piece of equipment.

Unlike conventional television, SSTV transmits only still pictures. The screen of the monitor is 5" square. Similar to a radar screen, the SSTV image is progressively illuminated from top to bottom by a trace line which brightens the picture as it moves down the screen. The image is traced anew each eight seconds. Like radar, it is viewed best in a darkened room.

To make contact with a fellow ham on SSTV, one first tunes in to the very distinctive signal emitted by the SSTV transmission of another operator. Normally, call letters and names are exchanged and voice contact is made. The communication thereafter is determined largely by the ingenuity, artistic ability and interests of the operators. The "message" may consist of live pictures of the operator or his family, photographs, postage stamps, cartoons, Christmas greetings or any other fairly high-contrast images. Since SSTV communication can be recorded on audio tape for re-viewing and for future transmission, many operators have pre-planned programs which visually represent their feelings, thoughts and ideas.

Foreign language teachers are constantly seeking means of establishing personal contact between their students and students of the foreign culture. Some degree of success has been attained through pen pals and exchanges of audio tapes. The use of amateur radio and especially SSTV, however, offers the potential for more immediate and concrete communication.

Many high schools and colleges already have active radio clubs with licensed members. It should be an easy task to interest these hams in international communication and to increase, through their

coöperation, the potential for contact with other languages, other cultures, and other people within this country who share an interest in the language. Alternatively, the assistance of a local amateur radio operator interested in SSTV could be recruited.

The tremendous potential of SSTV as a teaching and motivating device in the foreign language program should not be overlooked.

SHORT-WAVE RADIO IN F.L. TEACHING

--Gérard Bunge - K75PH
Catalina High School
3645 East Pima
Tucson, Arizona 85717

Like many F.L. teachers, I had been wondering about what I could do to arouse the interest of my students in learning French. This problem is rather difficult to solve here in the Southwest, where Spanish is the prevailing foreign language spoken.

Then, suddenly the obvious struck me. I had been a radio ham for almost 20 years, licensed in France, Belgium, Mexico as well as here in the United States. During this time, I frequently realized that using a short-wave radio is a marvelous way of communicating internationally. Why then, couldn't I utilize this unique method of communication to increase my students' interest in French? Wouldn't this be a great way to increase their motivation and to stimulate their desire to use French in a new and interesting way?

Accordingly, one day I brought my radio equipment, a Collins KWM-2 transceiver (transmitter-receiver), delivering about 150 watts, to my classroom.

The enthusiastic response of my students was overwhelming, completely beyond my greatest expectation. Excited by this result, I promptly went to see my principal, Mr. Derald K. Hendrickson, to discuss my new project. Of course, I was somewhat apprehensive as to how he would react to such an unusual idea. Luckily, Mr. Hendrickson, being a young and dynamic person, who recognizes the prime importance of F.L. study in today's curriculum, also became very enthusiastic and gave his full support to my proposed project.

At first, with low power and a rather poor antenna, some of our first contacts were marginal. Later on, however, once I got a linear amplifier that boosted our power capacity to 1000 watts, we established very satisfactory contacts throughout the United States.

Our first contact happened to be a student speaking French from the University of California, using his mobile transmitter and receiver from his car while going to school. After a short period of confusion and shyness, the girls in my class became suddenly extremely eager and lively. They began to converse in French with "this guy who sounds really cool."

We had other rewarding contacts although one of our limiting factors is our inadequate antenna. Fortunately, my principal, still heartily supporting the project, has ordered a tower and a directional antenna. So this year we will be really better equipped than we were formerly, and we are eagerly anticipating receiving even better contacts from over the United States and possibly overseas, if our new set-up permits.

A project like this shows students that learning a foreign language does not consist merely of learning grammar; rather, a foreign language is truly a means of international communication that affords a unique conversational opportunity. And communication as all students know, is definitely a useful tool.

The initial cost of setting up such a program is not prohibitive. Furthermore, most manufacturers of ham radio equipment are willing, I have found, to extend a twenty-five per cent discount on material sold to schools.

So to our F.L. teachers in the country, I would say that they should not be dissuaded from using short-wave radio in school as a tremendously effective new technique in teaching foreign languages, because it is not really necessary to be a radio ham. After all, there are many fine programs broadcast daily from France, Canada and other French-speaking parts of the world--just a dial away from you and your students. So, tune-in and discover a new world of successful foreign language teaching.

CLASSROOM USE OF SHORTWAVE LANGUAGE BROADCASTS

--Richard A. Schwartz, Coördinator
Foreign Language Program
Dover High School
Dover, Delaware 19901

I have had considerable success using foreign language short wave broadcasts with the equipment and techniques I will describe here. First, one must have a reasonably efficient short wave receiver, subject to minimal fading and distortion. It should also have sufficient sensitivity and selectivity. Some acceptable models include the Drake SW4A, the Hallicrafters S108, SX122, SX190, SX133, and the Hammarlund HQ200. Also one can buy high quality general coverage receivers (which receive all frequencies) made by Phillips, Siemens, and Blaupunkt. Second, one will need a tape-recorder, a connector or "patch" cord (for direct contact between the receiver and the recorder), and an antenna which should be grounded and proteacted with a lighting arrester.

While most international short wave stations will supply program listing on request, listeners will find the World Radio and Television Handbook (WRTH) useful for obtaining frequencies and related information.[1]

The most powerful and easily received German language broadcast station is Die Deutsche Welle (Federal Republic of Germany). DDW frequencies and times include:

Nordamerika Ost: 0000 - 0215 GMT
7:00 p.m. to 9:15 p.m. (EST)

6100 kHz
6145 kHz
9565 kHz

---

[1]As we noted in our first newsletter, the WRTH can be purchased for $6.95 from Gilfer Assoc., P.O. Box 239, Park Ridge, New Jersey 07656.

Also, those who wish to listen to broadcasts from Austria can easily receive the Österreicher Rundfunk at the following frequencies and times:

2300-0400 GMT	6 p.m. to 11 p.m. (EST)	6155 kHz
2300-2400 GMT	6 p.m. to 7 p.m. (EST)	9770 kHz

News broadcasts are the best ones to use for classes that are beginning to listen to radio broadcasts because the similarity of such broadcasts, in whatever language, provides both a point of reference and a listening context that is likely to be interesting.

Tape recording the broadcasts is a simple procedure described in most audio-visual methods books. One should be careful to monitor the recording as it is made to be able to compensate for drifting and fading of the signal. The next step is to type the text of a five to ten minute broadcast on a mimeograph stencil or ditto master so that each student may read the text as he listens to the recording. I proceed as follows: 1) I play the recorded broadcast, making comments on grammar wherever necessary; 2) I distribute the typed texts to the class; 3) I play the recording again while the students look at the written copies; 4) I discuss news items in German or, if necessary, in English with additional explanation; 5) I discuss the news items with the class in German.

Beginning students may find it helpful if the teacher adds a repetition stage to these procedures.[2]

Teacher preparation for the above need not take more than an hour. DDW will supply tapes of its broadcasts by mail. This decreases preparation time but also restricts one to using broadcasts that are out of date and therefore less likely to be about events that are fresh in the students' minds.

Familiarity with content and context makes it possible for students to use the daily news broadcast they may listen to at home to help them learn German. They can use the tapes I make after class on a library basis in the language laboratory to reinforce this effect.

Teachers who have less speaking proficiency than native speakers will find the procedure most beneficial, but the single most important benefit is the student satisfaction with the learning that takes place.

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[2]Having taught in classes coördinated by Professor William Flint Smith of Purdue University, your editors suggest that one might add the following things to Schwartz's highly commendable procedures. Students may be given a list of questions whose answers they are to focus on (pre test). At some point the students may be asked to listen in order to be able to answer a few of those questions (post test). Further, students may be asked first to listen in order to fill in the blanks in a partial transcription. The blanks are chosen to stress certain elements of vocabulary and structure. This is easier if they have cassette copies made to use on a library basis. Later, they may be asked to make a complete transcription of the same tape.

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The Mailbag

We thank Ms. Carole R. Nolan, Director of the Bureau of Telecommunications and Broadcasting of the City of Chicago Board of Education for her help with our newsletter.

Mr. Earl W. Dible, station manager of KCRW-FM, Santa Monica Unified School District, Santa Monica, Ca., writes to ask if any readers know of a source of radio programs that teach English and Spanish as second languages. Write him at 1723 Fourth Street, Santa Monica, Ca. 90401, if you can help. We know that several commercial stations produce short features that might be useful. WPAB in Ponce, P.R., for example, sells two series of short broadcasts entitled "No lo crea" and "Usted y su automóvil."

Mr. Kent Douple, a German teacher at Reading, Pa., reports that he has experienced many obstacles to using radio in the language classroom. He cites reception difficulties, the extensive vocabulary used, the rate of speaking involved, the lack of music likely to appeal to teenagers, and the need to carry equipment from room to room in a high school building. Despite all of his problems, some of which are dealt with by Mr. Schwartz' article (this issue), Mr. Douple notes that he continues to use radio broadcast tapes in class and has done so for the past eight years.

Miss Lynn Manna, teaching assistant at the University of Illinois, invites readers to call the French New Line[1] (217-333-6301) there Monday noon through Friday noon during the academic year. She notes that the call can be made at night quite inexpensively and a telephone pick-up, available at any electronics shop, will make it possible to record the phone-broadcast for use in class. News programs change each day at noon.

[1]See the last LBRIG Newsletter (#2, Jan., 1973, p. 5 for details on French News Line.

Mr. Werner K. Honsalek, service manager of the Language Laboratories at the University of Wisconsin-Milwaukee, reports that the Language Laboratories in conjunction with the Department of German and the Department of Mass Communications of the University of Wisconsin-Milwaukee presents a 30-minute educational radio program in German over station WUWM-FM every Monday at 12:30 noon, Tuesdays at 10:30 p.m., Wednesday at 12:30 noon, and Thursdays at 10:30 p.m. Is such inter-departmental coöperation in effect at your school? We hope so.

Mr. Hal Vizino, foreign language coördinator of the Fort Wayne, Indiana, Community Schools, writes that frequency listings in this newsletter helped him put shortwave equipment already owned

by the school system into use. Do you listen to a particular program or station with regularity? If so, please tell us so we can tell others. Also, let us know what we can do to be of other assistance.

* * * * *

Bibliography

Mohr, William and Dale Lally. "Teaching German via Shortwave Broadcasts." The Modern Language Journal 57, iii, (March, 1973), pp. 119-24.

French teachers will be interested in the following sources of listening materials:

Tape Recordings Made by the French Cultural Services

Radio Tapes on French Literature:

FACSEA
(Society for French-American Cultural Services of Educational Aid)
972 Fifth Avenue
New York, New York 10021

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The next issue of LBRIG Newsletter will be the last of Volume I unless we do a summertime special. It will feature an extensive report from Meeker, Colorado, and maybe a report on what you are doing too.

"73" for '73

LBRIG Newsletter is sponsored by the Department of Modern Languages of Purdue University.

L B R I G Newsletter

(Newsletter of the
Language By Radio Interest Group)

Vol. I - Number 4 May-June, 1973

Editors:

Alan Garfinkel, Dept. of Modern Languages, Purdue University
Robert J. Nelson, Dept. of French, University of Illinois
Sandra J. Savignon, Department of French, University of Illinois
Philip D. Smith, Jr., Center for Foreign Language Research and Services
West Chester, Pennsylvania

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LBRIG Newsletter..."is busting out all over."

The selection of our musical title is especially appropriate this time. About 300 readers in every corner of the world will see this number. Since we had only a tenth as many last November, it could be said that interest in using radio to enhance the teaching and learning of languages is greater than one might suspect. ACTFL (The American Council on the Teaching of Foreign Languages) evidently agrees because it is sponsoring a 1973 convention session in Boston on that topic to be led by Professors Quinn and Wheeler of Monash University (Clayton, Vic. Australia). Subsequent newsletters will bring more information on the Boston meeting. Meanwhile, those wishing to join ACTFL may do so by sending 10.^{00} (U.S.) to them at 62 Fifth Avenue, New York, New York 10011. Special student memberships are also available.

If you or a friend would like to receive LBRIG Newsletter send five self-addressed and stamped legal size envelopes to:

Alan Garfinkel
Dept. of Modern Languages
Purdue University
West Lafayette, Indiana 47907

International reply coupons or loose foreign stamps are also acceptable.

News items, short articles, information, opinions and most anything else our readers may care to send for inclusion in the newsletter will be warmly welcomed. Send it now (same address as above).

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We are pleased to call our readers' attention to Degrés, a new Belgian international journal in French which deals with the interdisciplinary transfer of certain linguistic concepts to literature, other arts, media, and social sciences. Professors Michel Butor, Noam Chomsky and Marcel De Gréve are among the journal's patrons. It is edited by Professor André Helbo. Subscriptions are 500 Belgian Francs (about 10.^{00} U.S.) The journal's offices are at Square Sainctelette, 8 / B-1000-Brussels.

FEATURE ARTICLES

Colorado Rural School Starts Educational Radio Network

from mimeographed materials by
Raymond Keller (WAØSPS)
and
Robert E. King

During the fall of 1969 the Meeker (Colorado) Public Schools joined Haxton (Colorado) Public Schools to create the Educational Radio Net (ERN). The net was a Title III Project created with the hope that through "ham radio" the isolation which exists between Meeker and the rest of the nation and the world could be broken. With that isolation broken, the vast human resources available around the world might be tapped to enrich the learning experience of our students.

Another big factor worth considering is that the cost of operating the radio, after the initial outlay, is practically negligible. A telephone call to Lima, Peru, is twenty dollars for three minutes; a radio call, of unlimited time, costs approximately one cent per minute.

The original outlay for equipment at Meeker was approximately $3,000. Partial funding was approved by N.D.E.A. Title III with matching funds from the district. Cheaper equipment can be purchased at the discretion of each district depending on the performance desired. Many brands enjoy a low depreciation and high trade-in value if a district wishes to trade or sell its equipment.

Many roadblocks have been encountered and overcome in our effort to establish the net. One of the biggest problems was finding and qualifying a man to operate our radio.

Where would one find an operator to whom the equipment could be assigned and by whom it would be operated in accordance with F.C.C. regulations? Meeker schools happened to be more than fortunate in having a talented custodian, Mr. Ray Keller, who had a background in electronics. He was sent to Collins Radio Company in Cedar Rapids, Iowa, to learn how to install, maintain, and calibrate the Collins equipment that was purchased. Later he studied with a ham operator in Colorado Springs to learn more radio theory and code, and finally attended a YMCA Amateur School in Glade Valley, North Carolina. He received his license and call number, WAØSPS, on November 1, 1968.

Meeker's radio station is licensed as a "club radio" which means that any licensed operator can use the radio. Students may use the radio as long as a licensed operator initiates the call, signs off, and keeps a record in the station log.

The basic physical operation of ERN is rather simple. One sets up a contact with another operator in the vicinity of the city or country desired. That operator must be willing to "patch" your call on to the resource person via telephone or, if possible, by radio itself. It might be noted here that all countries in the world will not allow three-way conversations. Only Israel and Liberia in the Eastern Hemisphere allow three-way communication, however, this does not prevent communication, operator-to-operator. The ERN operator may be cued to ask questions prior to the contact with satisfactory results.

Absolute security was and is required to prevent unauthorized use of the radio. Under F.C.C. regulation, unauthorized use of the amateur radio can lead to loss of the operator's license, a large fine, and/or imprisonment. Schools considering installation and operation of an ERN should consider this fact. Electrical locks can be installed, lockable power boxes and lockable cabinets can be used to secure the equipment from unauthorized use.

The biggest problem of all is to invent, discover, promote and encourage the use of the ERN by students, teachers and administrators. Since this idea is totally new to schools, no precedent exists for the use of the radio. Great opportunities for original and creative ideas exist, but such ideas are rare, difficult to generate and slow in coming. Six stations including three schools are now in the ERN (Jan., 1970) and many more are needed to give the kind of interest and coverage desired. Eventually we hope to have a worldwide educational network.

Students may be either brought into the radio shack or seated at an amplified telephone in the classroom. It is possible with ERN to serve various schools in a district or county with a single radio location utilizing amplified telephone. This offers great possibilities for small districts with widely dispersed schools. Schools no longer need to be isolated from the world. An isolated school can be connected to the radio by phone lines.

Contacts can be made through the net by monitoring other nets or by just listening for someone. Ham operators are a very dedicated breed of people and are very eager to help in any way they can.

Some Uses for ERN

Meeker students have been assigned the task of communicating with someone on the radio as an English project on communications.

Students have held successful debates with Haxton and Junior High students play chess with Indian children in Chistochina, Alaska.

Elementary students have had long and interesting conversations with operators in Alaska about Polar Bears, etc.

The results of the cross-country snowmobile race in Alaska were transmitted to interested students by radio almost instantaneously.

Phone patches have been made for several G. I.'s in Okinawa and Guam and for people in the community.

Routine contacts with the ERN, with other networks, and interested individuals are maintained.

To date, the ERN has not been used for language teaching. There is, however, no reason why interested "hams" and teachers could not work together to add language to the ERN curriculum. Anyone interested in ERN membership can contact Mr. Raymond Keller, Station WAØSPS, Meeker, Colorado 81641.

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The following article will be of greatest interest to American readers living near Chicago. Nevertheless, we are including it in order to call the attention of our readers to the value of the "ethnic broadcasts" that are available in most large cities of the world.

The Feasibility of Using U. S. 'Ethnic' Radio in the Foreign Language Classroom

by Richard V. Teschner
Assistant Professor Spanish
University of Wisconsin-Parkside

Previous issues of this Newsletter have devoted much attention to the usefulness of short-wave radio programming as an ancillary or primary resource tool in the FL classroom. This article contends that it is also possible to make instructional use of some of the A.M./F.M. foreign language programming found on the special interest or "foreign" stations of our nation's heavy-density "ethnic" regions.

The neophyte in these matters is inevitably surprised by the large amount of FL (and especially Spanish-language) programming on the radio. According to statistics from the November 1, 1971, issue of the monthly publication Spot Radio Rates and Data (Standard Rate and Data Service, Inc., Skokie, Illinois, pp. 21-22), some 4,750 hours in Spanish are broadcast each week from continental United States stations. A total of 220 U. S. stations transmit (in varying percentages of total broadcast time) about 4,250 hours per week in Spanish; 28 additional stations broadcast entirely in Spanish and many of these transmit around the clock, especially in the Southwest, Florida and New York City. This 4,750 figure represents a significant increase in total Spanish-language broadcast hours since 1960 when the total was put at 3,800 hours by Mary Ellen Warshauer, "Foreign Language Broadcasting," in Language Loyalty in the United States, (ed.) Joshua A. Fishman, The Hague: Mouton Co., 1966, pp. 75-91.

But what will prove even more surprising (especially to Mid-western readers of this Newsletter) is the fact that in the Chicago area it is possible to receive as many hours of Spanish radio per week (nearly 300) as in San Antonio, Texas. The amount of Spanish broadcast in 1972 by eight Chicago stations (six A.M. and two F.M.) ranged from 14 to 120 hours per week per station. Of these the one transmitting the most Spanish is A.M. 1240 (this frequency is shared by three different stations and offers chiefly Puerto Rican and Cuban programs) although substantial amounts of Spanish are also heard on F.M. 93.1 (chiefly Mexican/Chicano). Spanish is also found on A.M. 1200, 1330 and 1440 and on F.M. 105.1. In general the listener will have better luck with the F.M. stations, both of which can be received as far away as Racine (Wisc.), Kankakee and De Kalb *Ill.), La Porte (Ind.) and Benton Harbor (Mich.). Among the A.M. stations only one (1200 khz) can be received beyond the immediate Chicago area. Although more Spanish is heard on Chicago radio than any other foreign language, healthy amounts of other tongues are heard as well, especially Polish (A.M. 1440 and 1240), German (on both the F.M. stations) and Greek (F.M. 105.1--close to 50 hours a week!); one finds lesser amounts of Italian and Lithuanian along with small amounts of Serbian, Czech, Ukranian, Slovak, Russian, Swedish, Arabic, Hindu and Korean. Nor is FL transmission limited to the wireless set: persons living within 50 miles of Chicago have no trouble receiving television channel 26 (the city's main "special interest" channel), e.g., some 20 hours per week of Spanish (in-

cluding some excellent news-broadcasts and talk shows) along with smaller amounts of Polish, Italian, Greek and Lithuanian. Some FL programming (again, largely Spanish) is also scheduled on channel 32 and (albeit infrequently) on the regular network channels.

One criticism of Chicago ethnic radio (at least from the standpoint of its utility as a "learning tool") is the great amount of time it gives over to musical programming; as a consequence the listener gets much less overall comprehension practice per unit of time than he would on short-wave radio. But advocates of maximal use of "culture" will argue that this high degree of musical exposure (especially since the music presented is usually the kind currently popular "back home") is not a drawback, but an asset. Their point is well taken.

Another possible defect of ethnic programming is its tendency to run the same advertisements over and over again, day after day, week after week; but even this feature (which can only be classified as "numbing" for the non-ethnic listener already fluent in the target language) can be turned into an advantage for the intermediate FL student, who is assured of hearing a jingle he failed to comprehend the first time at least five more times in the next 30 minutes. It goes without saying, of course, that even the most ethnic of stations present at least some newscasts and talk shows as well as patriotic or religious discourses.

Teachers may well find much of the speech on the typical ethnic program a bit too rapidly "colloquial" for their students' levels of aural competence. But this is precisely why ethnic radio and television are valuable, occasional Anglicization[1] and "culture lag" notwithstanding. Ethnic broadcasting presents a language group's "real-live" speech as perhaps no other form of programming can do. Thus a student who "masters" the ethnic programs stands a much better chance of minimalizing both the language and the cultural shock of a trip abroad along with the type of shock he is bound to experience upon first making contact with the ever-expanding "foreign" neighborhoods (especially the Spanish-speaking) which are so much a part of the urban American scene today.

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[1] I have not investigated at length and therefore cannot evaluate ethnic programming elsewhere in the U. S. Conclusions regarding Anglicization of Chicago (Spanish) programming are based on the research presented in R. V. Teschner, "Anglicisms in Spanish: A Cross-reference Guide to Previous Findings, together with English Lexical Influence on Chicago Mexican Spanish," (Unpublished dissertation, University of Wisconsin, Madison, 1972, DA 33, 1973, 3625-A). As part of my field work I taped and later analyzed (for English interference) 60 hours of Spanish radio and television.

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Acquiring the Shortwave Receiver

by Philip D. Smith, W3D2R
West Chester State College

The average foreign language teacher is not a "technical type" and often at a loss when it comes to either purchasing or using a

short-wave receiver. This need not be; it isn't all that complicated for our purposes.

Advertising for a short-wave receiver is usually given in two sections,--a glowing advertising prose and a fine print list of technical specifications. Both of these need to be sifted for a few basic facts--for instructional purposes, most short-wave receivers will do far more than you may really need. Here are a few things you will both need and not need.

DON'T buy more than you need in terms of BANDS. Many receivers have, in addition to the SHORTWAVE BROADCAST bands a number of other bands which may include the standard Broadcast (550-1650 KHZ), the Police-Fire-Aircraft "Low" band (30-50 MHZ) or "High" band (150-170 MHZ), and the FM Broadcast band (88-108 MHZ). You will find these useless for your primary task of listening to foreign language stations.

DON'T let the number of transistors, diodes, ICS or other solid-state devices impress you. It's what they do, not how many there are. DON'T buy too many functions, you need only AM, not CW (code).

DON'T buy a small portable. Think big in terms of size: (1) the dials will be bigger, easier to tune; (2) a bigger receiver usually has a bigger speaker, but better fidelity of sound. LOOKS are not as important as PERFORMANCE.

DO...plan to invest a fair amount, $100.00 to $300.00. A good receiver will literally last you a lifetime.

DO...get a receiver with provisions for an EXTERNAL ANTENNA, an EXTERNAL EARPHONE (to plug in your tape recorder), and--if possible--a NOISE LIMITER (helps get rid of static).

DO...look for a receiver which has BANDSPREAD--down to 5KHZ or 1KHZ if possible. This lets you find the same station time after time. SELECTIVITY, the ability to find a station and separate it from nearby stations, is more important than SENSITIVITY. You will be listening to a relatively few high powered stations, not the "Voice of Lower Slabovia." STABILITY, so you don't have to constantly adjust the dial, is also important.

WHERE TO BUY? Avoid your local shoppoing center radio-Hi Fi store. They will push the multi-transistor many band portable. Lafayette, Radio Shack, and Allied do have excellent "SHORTWAVE BROADCAST Only" receivers in the $150 price range which you probably will have to order by mail.

TIP! Visit a "communications" type radio store. Check the Yellow Pages for one which sells Amateur Radio equipment. Ask for used (but overhauled) GENERAL COVERAGE (3-30 MHZ) receivers. These will serve you very well, 10-20 years, at a fraction of their original cost. My favorite short-wave Broadcast Radio was until recently a 1944 Hammerlund "Super-Pro." It is still in use at a friend's house. The excellent HQ-215 sold for over $500 until 1970; you can get one for one half price, purchase a few crystals for the bands you want, and have the best receiver you could ever want.

WHEN IN DOUBT you can probably trust the salesman at the "communications" store to know more about what you need than the

average counter salesman at the local shopping center. Its the difference between a "pro" turned salesman and a salesman who is there because he likes Hi-Fi.

LASTLY, shop around and ask for a demonstration before you buy. Check to see if there is a warranty. On used equipment it will often be 90 days. Then be prepared to spend time "playing" with your radio. Familiarity will make the difference between a useful or useless investment.

Next installment: "I'VE GOT MY RADIO, NOW WHAT?" or "WHAT ALL THOSE KNOBS ARE FOR"

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LBRIG NOTES

Volume One of LBRIG Newsletter will close with a special summer issue which will be mailed in late July. Among the features of that issue will be comments on the role of radio in teaching Hebrew to new citizens of Israel by R. Bar-Sever.

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About 87 different French radio programs are available to those sending blank reels of tape to the Manitoba Department of Youth and Education / Room 214, 1181 Portage Avenue / Winnipeg 10, Manitoba, Canada. Send for a catalog of programs. There are tapes of varying difficulty ranging from L'Abécédaire to an adaptation of Le Bourgeois Gentilhomme. Scripts are also available. Question: Does anyone know of a similar "gold mine" for Spanish teachers?

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LBRIG Newsletter is sponsored by the Purdue University Department of Modern Languages.

'73' for 73

L B R I G Newsletter

(Newsletter of the
Language By Radio Interest Group)

Vol. I - Number 5 July-August, 1973

Editors:

Alan Garfinkel, Dept. of Modern Languages, Purdue University
Robert J. Nelson, Dept. of French, University of Illinois
Sandra J. Savignon, Department of French, University of Illinois
Philip D. Smith, Jr., Center for Foreign Language Research and Services, West Chester, Pennsylvania

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LBRIG Newsletter's. . ."Last Rose of Summer"

This summertime issue brings our first volume to a close. We are pleased to feature another article in the series by co-editor, Philip D. Smith, Jr.

Readers whose supply of envelopes for receiving this newsletter has been exhausted with the mailing of this issue will find a statement to that effect in their envelopes. They will also find a request for some reader reaction, the most favorable of which would be, of course, the mailing of a new set of envelopes.

If you or a friend would like to receive LBRIG Newsletter send five self-addressed and stamped legal size envelopes to:

Alan Garfinkel
Purdue University
Department of Modern Languages
West Lafayette, Indiana 47907

International reply coupons or loose foreign stamps are also acceptable.

News items, short articles, information, opinions and most anything else our readers may care to send for inclusion in the newsletter will be warmly welcomed. Send it now (same address as above).

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I'VE GOT MY RADIO--NOW WHAT?
or--WHAT ALL THOSE KNOBS ARE FOR

Philip D. Smith, Jr. (W3DZR)

The Shortwave (SW) Receiver often intimidates the foreign language teacher conditioned to the usual Broadcast Panel radio. Like any complicated piece of equipment, even the most sophisticated radio receiver becomes simpler with familiarity. Remember how complicated your car was the first time you drove?

Most of us are used to radios with two knobs ON-VOLUME and TUNING. These are still the two most important controls on your SW Receiver--only now you may have two of each.

Let's run over most of the knobs and controls facing you. Those most important we will mark with the * (asterisk). Others will wait.

FIRST, be sure that you have some sort of ANTENNA, either the collapsable whip extended or a short piece of wire (insulation removed) connected to the ANTENNA connection on the rear. Also be sure that your receiver is plugged into some sort of power or has batteries correctly installed.

A larger communications receiver may have an EXTERNAL SPEAKER in a separate case. Be sure that it is connected, usually on the rear.

Turn your receiver *ON (usually marked as OFF). Some sort of light should go on. Advance the *volume (often labeled AF GAIN). You should shortly hear some sort of background noise or static. If your SW receiver has one, turn the RF GAIN full on and forget it forever. If you see a control with the letters AVC (Automatic Volume Control) or AGC (Automatic Gain), turn it on and leave it on permanently.

If you do not hear anything, check to see if your SW receiver has a switch marked Receiver-Transmit or Receiver-Standby. This is to turn off your receiver if you are operating a two-way radio--you aren't. Turn it to Receive and leave it.

If you still have no noise at this point, call for help. If you do, then go on.

Check for a switch marked Function or possibly AM-CWOSSB. Turn to AM and forget. Check for BANDWIDTH. If you have one, turn to the largest, usually 3 or 6 Khz. BFO, if you have one, should be off or you'll get a lot of whistles.

Now look for *BANDSWITCH. For starters, choose the one that will select *15 Mhz (Megacycles, MC, on older receivers). This is your best all around listening band both night and day and extends from the clock-signal at 15.00 Mhz up to 15.40 Mhz. Tune with the *MAIN TUNING and see if you can locate a clock ticking around 15.00 or voice and music stations above 15 Mhz. If you have a BANDSPEAD DIAL ("fine tuning") set it to "zero". Set the MAIN DIAL to 15, leave it, and tune through the shortwave bands with the fine tuning BANDSPREAD.

If you have no BANDSPREAD, tune carefully with MAIN TUNING DIAL. You should be in business. Just in case, however, let's review things:

ANT connected? SPEAKER on? VOLUME up...AVC on. FUNCTION to AM.--You should hear something.

If you have them, BFO off, BANDWIDTH to widest, BANDSPREAD to "zero". Your best hunting, for starters, will be just above 15 Mhz. Good hunting!

Next: WHAT TO LISTEN FOR? followed by HOW TO RECORD WHAT YOU CATCH)

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Report from Israel

R. Bar-Sever
Ramat Gam, 13
Kamatid Station, Israel

Note: Recently we received a most informative letter from Mr. R. Bar-Sever of Ramat-Gam, Israel, wherein several interesting facts about the use of broadcast Hebrew instruction (in the U.S. and in Israel) were outlined. Here are some quotes from that letter which we feel sure will be of interest to our readers.

"...Since the state of Israel was formed in 1948, we have faced the task of teaching Hebrew, the language of Israel, to tens of thousands of immigrant adult students each year. This vast enterprise has been undertaken by the Israeli Ministry of Education and Culture and has grown steadily since the formation of the first Ulpan (Hebrew Classes for Immigrants) in 1949. Of course much has to be done to teach Hebrew to the immigrant children, but the harder task is still to impart the strange, new language to adults--some of whom are more than 60 years of age. About 60,000 immigrants come every year from over 100 countries speaking a host of languages each of which is based on its specific culture and way of thinking.

The Israel Broadcasting Service contributes its share in this enterprise of absorbing new immigrants linguistically and culturally by providing a special daily program in easy Hebrew which is called "Ivrit La'am" (Hebrew for the People). This program includes the daily news and various features about people and life in Israel all presented in a simplified Hebrew and read at a much slower rate of speech than that considered normal by those who've lived in Israel for some time. The news broadcasts necessarily include words and concepts that cannot be simplified and that is why our teachers introduce "Listening to the News" in the classroom after the students have mastered basic patterns of the language and a vocabulary of about 1000 words. The content of the news provides intrinsic motivation. Still, most teachers have difficulties and the Ministry of Education and Culture tries to help wherever it can. The ministry publishes a weekly paper called "Lamatchil" ("For the Beginner") printed in "easy" Hebrew, with vowel markings that appear in Hebrew written for beginners, illustrations, and large type to complement the broadcasts and facilitate the student's efforts to learn standard Hebrew. The ministry has also recently published a list of vocabulary lists and other aids that make it possible to work with short "news readings" after acquiring only a 500 word vocabulary.

Radio serves as an important aid to the teaching of Hebrew to large numbers of adult immigrants. In addition to the programs

of "easy Hebrew", there are broadcasts of Hebrew lessons with explanations in the languages of the immigrants. I personally have taught Hebrew by radio previously with Yiddish explanations and presently with Russian ones. A point of interest: About a year ago my series of Hebrew lessons was broadcast to the Soviet Union but unfortunately the Russian authorities started jamming the transmissions. Israel cannot overcome this opposition to what had been the only way for Russian citizens to learn Hebrew since Hebrew textbooks there are scarce and studying this language is considered almost an anti-Soviet act.

From 1966 to 1968, I taught Hebrew in the United States over station WEBD in New York. The acceptance of my three series of lessons (about 100 units in all) is indicated by the letters I have enclosed...(Editor's note: Mr. Bar-Sever enclosed several enthusiastic letters from New Yorkers in all walks of life that expressed deep appreciation of his programs. Further, he closed his letter kindly inviting any reader who may be planning to visit Israel to write him in advance to arrange to see language teaching facilities there.)

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German radio programming (as described by Teschner in our last issue) was taped for class use through the courtesy of WTEL, Philadelphia, Pa. In a second phase of the experiment, students produced their own unbroadcast programs. The data provided indicates that radio has a strong motivational impact.

Therrien, Melvin G. "Learning French Via Short Wave Radio and Popular Periodicals" French Review 46(1973), vi, 1178-83.

A course entitled French Communications Media is described. Addresses of stations broadcasting in French are ~~described~~ listed.

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Les Magazines Radiophoniques de Langue Française

The Cultural Services Office of the French Embassy (972 Fifth Avenue, New York, New York, 10021) requests that French teachers ask local educational radio stations to broadcast their specially-produced magazine-format radio programs. Ask station managers to write them at the above address.

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Write us or Professor Richard Wood, Department of Foreign Languages, Louisiana State University, Baton Rouge, LA 70803, if you'd like a list of times and frequencies to listen to broadcasts in Pidgin, Creole, etc.

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We are indebted to Mr. C. Edward Scebold, Executive Secretary of ACTFL, for sending on a report indicating that La Voix de La France dans le Monde which is published by the ORTF three times a year is available for 3.50 French francs per year. Write to the ORTF at 116 avenue du President-Kennedy, Paris (16e), FRANCE. The publication provides program notes and ORTF broadcast schedules.

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Gérard Bunge (K7SPH), a French teacher from Tucson, Arizona, reports that he is in the process of joining the Educational Radio Network established at Meeker, Colorado (see last issue).

Other language teachers who are radio amateurs (or who know a helpful radio amateur) are invited to hook their classes in, too.

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NOTE: Previous issues have listed Philip D. Smith, Jr.'s call letters incorrectly. They are W3DZR.

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--"73" for '73